

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID
Grant Period:	August 1, 2018 – July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 2:02 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Rio Vista Elementary		126907		
Vendor ID #	ESC Region #	DUNS #		
75-6002320	11			
Mailing address		City	State	ZIP Code
501 S Cleburne Whitney Rd		Rio Vista	TX	76093
Primary Contact				
First name	M.I.	Last name	Title	
Jaylynn	D	Cauthen	Principal	
Telephone #	Email address		FAX #	
817-373-2151 ext. 248	jcauthen@rvisd.net		817-373-3041	
Secondary Contact				
First name	M.I.	Last name	Title	
Debbie		Payne	Administrative Secretary	
Telephone #	Email address		FAX #	
817-373- 2151 ext. 221	dpayne@rvisd.net		817-373-2076	
Part 2: Certification and Incorporation				

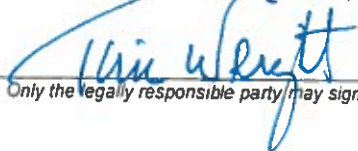
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Tim	J.	Wright	Superintendent
Telephone #	Email address		FAX #
817-373-2151 ext. 221	twright@rvisd.net		817-373-2076

Signature (blue ink preferred)

Date signed



4/25/2018

Only the legally responsible party may sign this application.

701-18-111-020

Schedule #1—General Information

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 126907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	126907 Rio Vista ISD	Rio Vista ISD	817-373-2151 jcauthen@rvisd.net	\$392,470
Member Districts				
2.	NA County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				\$360,470

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

General Description of the Program to be implemented: Rio Vista ISD (RVISD) will use the PRIME Blueprint for Texas ACE as a tool to design a quality and enduring afterschool program using a well organized project management approach to planning, organizing, securing and managing resources to bring about a successful completion of specific Tx21st CCL Cycle 10 project goals and objectives. Those include improving the following participant outcomes/goals: 1.) Academic performance, 2.) School Day Attendance, 3.) Positive Behavior, 4.) Grade Promotion Rates, and 5.) Graduation Rates outlined in Tx21st CCLC Cycle 10 RFA. Further, RVISD will integrate promising practices from ESSA, state and national after school conferences, trainings, and other initiatives. The fundamental premise of RVISD is to expand before/after school and summer services to a much larger group of students and their families in dire need of academic and social support services. RVISD hopes to establish one ACE site on the Elementary campus (grades PK-6) a 2016-2017 Improvement Required Campus. After school activities will be tied to the TEKS, evidence based and aligned with the regular school day curriculum and district's strategic plan. Program hours (at least 12, but not more than 20) and days (Monday – Friday) will vary during the school year and thirty five hours or more a week in the summer. Before/after school sessions will be at least 45 minutes long, but no longer than 3 hours. Transportation services will be provided as needed. Site will provide academic enrichment for children and youth, particularly students most in need of services as follows: high-poverty, low academic performance, truancy, discipline, latchkey and other needs based on the teacher, parent and campus and in conjunction with the Tx21st CCLC Four-Component Activity Guide. Activities will be supplemented to expand services from the regular school day curriculum and will not be replicated or supplanted. The program will be offered at no charge to participants.

New and Expanded Services**Academics: Objective: Increase all STAAR scores in Reading and Math by 15%**

To maintain afterschool academic objectively, RVISD will implement additional academic and social support mechanisms to keep students motivated to pursue the challenging curriculum of the regular school day. Those services, include but are not limited to: evidence based strategic tutoring (small group and one on one) to help students meet state and local student academic achievement standards in core subjects such as math, reading, science and social studies. Others will include homework help and project based learning initiatives in each core subject area. Activities will be aligned to TEKS, whenever possible. With appropriate scaffolds, the program will stimulate high academic achievement among our at risk populations (low- income, Special Needs, Hispanic and ELL).

Enrichment: Objective 1. Decrease student disciplinary incidences by 15% 2. Maintain a 95% or higher student attendance rate

Enrichment activities will be designed to expose students to different fields of interest and a wide variety of disciplines, topics, occupations, hobbies, persons, places, and events that would not ordinarily be covered in the regular curriculum. Activities will consist of materials and methods designed to promote the development of thinking and feeling processes, creative thinking, problem solving, learning how to learn, and advanced reference and communication skills.

Family Engagement: Objective: Increase parent involvement by 50% based on current Tx21st CCLC data.

RVISD will create a new parent-powered Family resource Center (FRC) equipped with a computer lab, library, classrooms for adult education: GED/ESL, parent education and technology. The FRC will exist to encourage family-school partnerships and help strengthen parent-student interactions. Childcare will be provided as needed. The existence of the FRC will be a combined effort of district Title I, Migrant Ed, Special Ed, KPT, and ACE.

College and Career Objective: Help all participating students focus on academic, personal/social and career development so they can achieve success in school and are prepared to lead fulfilling lives as responsible members of society. RVISD will create a "Career and College Leaders" and Jr. Achievers program with multiple opportunities for students to develop entrepreneurial skills and job shadow in various fields of interest.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$250,000	\$5,000	\$255,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$43,000	\$	\$43,000
Schedule #9	Supplies and Materials (6300)	6300	\$30,000	\$	\$30,000
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$5,000	\$20,000
Schedule #11	Capital Outlay (6600)	6600	\$12,470	\$	\$12,470
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$350,470	\$5,000	\$360,470
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$350,470	\$5,000	\$360,470

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$360,470
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$18,024

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			
2	Educational aide			\$
3	Tutor	2		\$33,000
Program Management and Administration				
4	Project director (required)	1		\$25,000
5	Site coordinator (required)	1		\$25,000
6	Family engagement specialist (required)	1		\$22,000
7	Secretary/administrative assistant	1		\$15,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$120,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$10,000
24	6119	Professional staff extra-duty pay for teachers to provide beyond school hours services in all core subjects and enrichment (various #'s x various hours @ \$30 an hour)		\$50,000
25	6121	Support staff extra-duty pay for para prof. staff to provide beyond school hours services in all core subjects and enrichment (various #'s x various hours @ \$20 an hour)		\$50,000
26	6140	Employee benefits		\$20,000
27	Subtotal substitute, extra-duty, benefits costs			\$130,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$250,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	None Needed	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluation	\$3,000
2	Professional Development	\$10,000
3	Contracts with colleges, STEM, Robotics, Music, Art, Drama, Recreation and Science	\$30,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$43,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$43,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 126907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$30,000
Grand total:		\$30,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 126907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval: (Transportation)		\$10,000
Grand total:		\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 126907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	IPADS	30	\$399	\$11,970
3	IPAD Charging Cart	1	\$500	\$500
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$12,470

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's in education/related field or demonstrated relevant equivalent experience; Strong organization/time management skills; supervisory experience; Strong communication; computer proficiency; able to work with high-risk children/families; Knowledge of community resources; Experience in staff supervision; experience in fiscal/budget management; demonstrated competence in program development, marketing, implementation and evaluation.
2.	Site Coordinator(s)	Bachelor's in education/related field or demonstrated relevant equivalent experience; Strong organization/time management skills; supervisory experience; Strong communication; computer proficiency; able to work with high-risk children/families; Knowledge of community resources; Experience in staff supervision; experience in fiscal/budget management; demonstrated competence in program development, marketing, implementation and evaluation.
3.	Family Engagement Specialist	Associates or experience in education/related field; Strong communication/interpersonal skills; familiar with community support agencies; adaptable to meet the needs of families in the program; Preferred- Ability to communicate in native language of program participants.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Enhance students academics to improve TEA status ratings.	1. Afterschool teachers/ support staff are assigned	08/01/2018	07/31/2019
		2. Targeting specific students and plan in place	08/01/2018	07/31/2019
		3. Project Plans and Logic Models created/updated	08/01/2018	07/31/2019
		4. Using innovative instructional techniques (Project Based Learning)	08/01/2018	07/31/2019
		5. Providing training opportunities for staff (agendas)	08/01/2018	07/31/2019
2.	Increase overall student attendance for all students groups. Meet or exceed 95% state attendance rate.	1. Intervention strategies via parent manual	08/01/2018	07/31/2019
		2. Incentives for students who meet attendance rate	08/01/2018	07/31/2019
		3. Record keeping via attendance rosters on file	08/01/2018	07/31/2019
		4. Communication log with teachers and parents	08/01/2018	07/31/2019
		5. Hands on activities that peak student interest	08/01/2018	07/31/2019
3.	Reduce the number of RVISD student discipline reports by 6%	1. Culture is structured for student success	08/01/2018	07/31/2019
		2. Adult advocates assigned based on student need	08/01/2018	07/31/2019
		3. Personal coping skills and strategies in curriculum	08/01/2018	07/31/2019
		4. Discipline policy in English/Spanish in place	08/01/2018	07/31/2019
		5. Community resource handbook	08/01/2018	07/31/2019
4.	Increase promotion rates by closing the gap between subgroups.	1. Student portfolios- RTI Team In Place	08/01/2018	07/31/2019
		2. Tutorials are part of program schedule	08/01/2018	07/31/2019
		3. Assess student's needs and improve services	08/01/2018	07/31/2019
		4. Student/teachers workshops and trainings	08/01/2018	07/31/2019
		5. IEP's for all participating students	08/01/2018	07/31/2019
5.	Increase Parent Involvement by 50%	1. Adult Ed (GED, ESL, and other) sign in sheets	08/01/2018	07/31/2019
		2. Family Night schedule posted	08/01/2018	07/31/2019
		3. Family Resource Center established	08/01/2018	07/31/2019
		4. Speciality workshops agendas/sign-in sheets	08/01/2018	07/31/2019
		5. Increased communication on website	08/01/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Summary of Available Community Resources: Current budget restrictions at RVISD will not fully fund this program. We can not meet the vast need for an after school program in the district without charging a tuition. RVISD wants to provide the students and their families with unique opportunities to get the exposure, experience, and the support they need to achieve success. A community needs assessment has been conducted and will be aligned with the needs of the Campus Improvement Plan. The community needs assessment will be conducted annually to address the needs of the community. The needs assessment will guide the district in implementing and managing a quality program and resourcing additional talents from various individuals and organizations in the community. The concern is genuine and the needs depict the anxiety of our small Texas town for the expansion of a comprehensive afterschool program. Our rural district covers more than 49,926 acres and nearly 80 miles. Within this expansive geographical location RVISD is the only source of education, technology, library resources and athletic facilities that RVISD families have access to. Within our district boundaries there is only one daycare facility which is at capacity. There is no community library or resource center. Our town consists of a handful of local businesses and one church. With a large growth of over 60 students at the elementary this 2017-2018 school year and an anticipated continued growth we aim to meet our new families' needs.

Addressing Needs: When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve. Solutions for meeting the needs of students, parents, and the community are in conjunction with the school. RVISD will work with a multi-faceted group of supporters to ensure student and family needs are met as followed:

Improve Academics: Each student in the program will receive an IEP and a RTI team that will work to provide specific individualized instruction to meet student needs in homework, difficult topics and gaps in instruction. Students will be able to use computers and other technology in the school to help with academic success. Our needs assessment showed that 45% of our district homes do not have computer, internet, or both. The after school program can give them the technical support that many students need. Volunteer tutors (Parents, High School Students, and Community Leaders) will be used to help students in small groups.

Help Working Families: With more than 53 % of families in the school district being low income RVISD has a mission to provide a unique support system that will continue the safe educational environment that is provided during the day into afterschool hours. Our community consists of working parents that travel long distances to find employment. Time is limited as well as education. The needs assessment showed that 56% of the parents in RVISD only have a high school education and may find it more difficult to help their child with their homework. 22% of parents have trouble transporting their child to and from school. This program would help students complete their homework and help teach difficult concepts. This program will also provide transportation for students whose parents do not have ways to transport their child to and from school.

Improve Behavior: RVISD ACE program will collaborate with local organizations including the RIO Brothers at Rio Vista First Baptist Church and the Rio Vista Police Department to provide awareness sessions on the effects of good behavior. RVISD will partner with these organizations to provide character ed programs and provide incentives for good behavior.

Improve Promotion and Graduation Rates: RVISD will work with the community to provide mentoring programs for our students. Connect the students with people in the community to help with specific needs of the students. RVISD will get volunteers to come in and talk about job opportunities in the area to provide college/career options.

Improve Parent Involvement: create a parent/teacher partnership. Parent involvement is low in our school district and this program will help to get more parents involved with their child's education. We plan to host family nights, special program workshops, and other in-district programs to promote parent involvement.

Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones. This broad based support is essential in closing achievement gaps. The positive impact of connecting community resources with students needs is well documented and will be refined over the life of the grant program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.

☒ This applicant is unable to partner.

There is not an approved community-based organization within reasonable geographic proximity of Rio Vista ISD. It is impossible to seek a partnership due to the nonexistence of any community-based organization within reasonable geographic proximity. RVISD lies across 49,926 acres and approximately 80 miles. Within our 80 mile boundary, we house hometown businesses such as 3 local restaurants, a bank, one church, a hardware store, one child care facility, and two gas stations. There is little opportunity for employment, with the school district being the largest employer. There is also minimal resources available to the community. It is our job at RVISD to provide an extensive amount of support to our community due to the lack of community-based organizations. Region 12's districts are reasonably local to our school district which gained us access to the knowledge of the ACE program. Near districts that have received funds for the program include; Blum ISD, Covington ISD and Itasca ISD. Upon the learning of these programs and the urgent need for something similar in our own district we began researching the ACE program and how we could become a part of it. This research began last school year 2016-2017. In contacting Region 12 and TEA we learned that the Cycle 10 grant would become available this year. We began to put together a committee of stakeholders who have a vested interest in the success of the RVISD After School Program. Our committee created and sent out a survey that identified the needs in our community. We then began to disaggregate the data and create our own plan for sustainability. Upon the release of the grant we noticed that majority of the grantees were a part of a partnership either with their region or other school districts. Our Region center communicated that at this time they could not offer us help in partnering for this grant nor the writing of it. They did give us permission to join Region 12 in their partnership if they would allow it. Our contact from our region said that she would sign off on the appropriate paper work. In pursuing this new dream, we were sadly denied partnership with Region 12 due to Region 12 districts understandingly being a priority. So we decided as a committee that we would do our best to write the grant on our own as a sole LEA. We had a lot to learn upon the way. Our afterschool program will launch in the 2018-2019 school year regardless of this grant. It will have to unfortunately be a tuition based program.

If RVISD were to receive this grant we would pursue the future partnership and joining of the surrounding school districts within our region that so desperately could utilize such a needed supporting program. They have not had the opportunity to be included in this grant due to our region center not pursuing it. If we receive this grant we will take it upon ourselves to actively seek out in need districts to also benefit from these resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Identified Need	How Implemented Grant Program Would Address
1	Improve Academics RVISD was rated an Improvement Required during the 2016-2017 school year by the TEA state and federal accountability standards.	Implement an student driven before/after school/summer program with a set of clear goals for content area individualized instructional support in reading, math, science, social studies, arts, and technology using research-based curriculum and teaching strategies to meet the state standards.
2	Improve Attendance Rates Or attendance rate fell below the state average of 95% at 94.07%.	<ul style="list-style-type: none"> Educate families and students via workshops and trainings the importance of school attendance. Support school outreach and efforts to identify and overcome barriers to good attendance. An attendance committee will reach out (phone calls, letters, emails, home visits) to chronically absent students and their families to identify and address barriers to attendance. Work with teachers to help chronically absent students make up for material they missed while they were absent (homework help before/after school) Partner with schools to establish a system of incentives for good attendance and help them garner support from business partners.
3	Improve Behavior 2017-2018 PEIMS/Onpoint data indicates 18.36% of reported disciplinary incidences, with bullying being a major concern.	Provide a high quality and motivational before /afterschool and summer program and community family resource center where students, families, and community members have an opportunity to access and utilize a variety of educational, health and social services (Rio Brothers and Rio Vista Police Department) designed to help maximize their potential.
4	Improve Promotion RVISD indicates a 30% annual dropout rate. Our 2017-2018 retention rate.	<ul style="list-style-type: none"> Work collaboratively with regular school day staff to implement early intervention strategies to identify at-risk students. Provide individualized interventions for students by building a culture of success using multiple sources of relevant data that report academic and other factors that lead to the understanding of the students' success and failure.
5	Improve Parent Involvement (more than 50% of surveyed parents feel disconnected with the school)	<ul style="list-style-type: none"> Create a full service Family Literacy Resource Center that is open before/during/after school. Provide quality services of sufficient length/time to enspire the participation of working families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research shows that afterschool programs were most successful when they followed the criteria in which program staff used a step-by-step training approach, placed emphasis on active forms of learning by having youth practice new skills, focused specific time and attention on skill development, and were explicit in defining the skills they were attempting to promote. The afterschool programs that followed all four recommended practices were called SAFE programs. Article: "Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective" Durlak, Joseph A. and Weissberg, Roger P. (2010)

The RVISD Afterschool Program will model our program to meet these criteria. Our program will adopt project-based supplemental curricula for PK-6 grade students that will provide hands-on projects that address achievement in math, science, reading, social studies, technology and engineering, and will align with state standards as well as our local curricula. The curricula chosen will be aligned with one or more state and local achievement standards and will provide educational resources that promote and develop student content knowledge by addressing numerous subject areas. Our adopted systems will utilize a broad range of high-level manipulatives, as well as software and hardware in order to support and enhance learning objectives. RVISD, in collaboration with local businesses, parents, and the community, will apply activities for our program such as:

- Hands-on STEM activities (STEM Scopes)
- Book Clubs
- Accelerated and remedial reading interventions- (IStation and Accelerated Reader)
- Homework help
- Computer literacy
- STAAR test prep
- Family Reading Club
- Science "learn at home" projects
- Student art showcase events (Local Artists)
- Various other critical thinking activities
- Local Business Utilization (Career Fairs, Fitness Training)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All proposed activities in the RVIDS Tx21st CCLC Cycle 10 grant will be tied to the TEKS (Texas Essential Knowledge Skills) to the fullest extent possible and will supplement initiatives from the regular school day curriculum. Working together with campus and district strategic plans to exceed the district's performance shortfall in annual Student Progress will ensure that everyone (regular school day and after school program staff) is working together toward the common goal of student academic success. Those plans include adopting credible scientific research based methodologies that will ensure positive outcomes of program participants who attend the program initiatives on a regular basis. Achievement of best practices is a process of continuous improvement and will include methods such as project based learning (PBL) practices in all core subjects. Studies have proven that when implemented well PBL, can increase retention of content and improve students' attitudes towards learning (George Lucas Educational Foundation). RVIDS will also adopt research based pedagogy using curricula along with staff development/training from some of the best after school and other educational state and national conference exhibitors who offer innovative products and services in all core subjects: the arts, health and nutrition, community service projects, STEA²M, college/career, sports, character education and parent engagement. After school activities will provide a sense of success to students who may not otherwise be successful in the regular classroom. For Rio Vista ISD children who live in poverty, often those who attend after school activities are relieved of pressures such as living situations or lack of after-school snacks. Rio Vista ISD will provide a safe, structured, fully supervised after school program by highly qualified teacher and staff that will support participating students' physical, academic, social/emotional and behavioral development. Rio Vista ISD intends to provide an evidenced based quality before/after and summer school program that ensures the following benefits: improved grades, social skills, greater motivation, improved classroom behavior, higher self-esteem, lower rates of criminal activity and increased family engagement. Rio Vista ISD ACE program will give children the opportunity to build positive peer and adult relationships through better school and community connectedness and unification.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

RVISD will use the Texas ACE logo in all outreach materials including but not limited to; brochures, flyers, letters, schedules, and announcements, and will comply with TEA's branding guidelines. RVISD will create a program brochure. This brochure will list the address of the site, contact information, as well as a schedule detailing the days and hours of operation. Brochures will be distributed to each qualifying student in the district, available in the elementary office, and accessible at the administration building. Brochures will also be distributed throughout the community in our annual door to door back to school welcoming event. Any special announcements will be posted on the district website, the elementary school website, the newsletter, and the Facebook page.

RVISD has given notice to the community of our intent to submit the Tx21st CCLC cycle 10 year 1 application at the school board meeting on Monday, April 16, 2018. In addition, upon the submission of the grant application, all application and potential waiver requests will be available for public review at the RVISD administration building.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The RVISD After School program proposes to fund expanded learning opportunities for students in the Rio Vista School district. There are a variety of transportation needs for the students and parents, as well. To eliminate the transportation barriers for students participating in the ACE program, RVISD will work closely with the Rio Vista ISD transportation department to maximize all available resources to transport students. This will ensure that all students are safely transported to and from school to participate in the ACE program.

All participating students will remain on their campus before and after school hours during the ACE program. Students will be signed in to attend the ACE program. Bus transportation will be provided during the morning hours. During the afternoon hours, staff will sign students out and ensure that they are placed on afternoon ACE buses. Parents who choose to pick their students up will be required to sign them out with ACE staff. Designated parents must be identified on the ACE enrollment forms.

The goal is for RVISD to provide ample bus transportation to allow students that need services to have every opportunity to attend the ACE program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers can serve an important role in motivating students to reach their full potential. They can assist with homework and serve as a role model to students. RVISD routinely seek volunteers to assist in the growth of our students. We will utilize our high school's Alpha Club, Student Council, and the National Honor Society to assist our elementary students with their homework and to also read to our younger students.

Through an anticipated partnership with Hill College, RVISD will utilize student volunteers at our center. These volunteers are currently enrolled in a program at their college and have an interest in helping students succeed. All volunteers will be screened following campus and district policy. (Criminal History and Background Check) Procedures will be incorporated into the ACE Procedures Manual as standard operating procedures to be followed before volunteers are allowed to participate in the program. Volunteer opportunities will be advertised through the district and program websites, social media outlets, and direct contact through community outreach. (Rio Brothers)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Preliminary Plan: RVIDS already has stakeholders in place that support after school program initiatives. (Principal and staff, parents, board of trustees) A plan for engaging stakeholders, including names and organizations, along with services to be provided by each will be a part of sustainability efforts, to the extent possible, after the grant funds end. RVIDS is in the process of creating and updating an after school program sustainability plan which, at this moment, includes a vision with results, strategic financing options, a list of available community support resources and adaptability to changing conditions. The sustainability approaches described in the plan were developed with the help of an advisory panel that included parents, teachers, campus and district staff and community stakeholders. RVIDS will leverage local resources for the sustainability of the program. Sustainability plans for the program will align a community education model for services with the district's so that resources and staff might be shared for future programming. To ensure support from the district, the program director and site coordinator will participate on various school and district committees. After grant funding ends, additional resources for funding will be sought from other local, state and federal sources, and other foundations. The RVIDS 21st CCLC program will work in collaboration with various school programs, Title I, Special Programs, Regular School Day Program, School Libraries, Technology Department, etc., to provide services to students and their families to the extent possible.

Annual Timeline 2018 – 2019:

August 2018: Demonstrate to the local school board and administrators the Importance of the program

September: Make program users, families and lead staff aware of the program quality and funding fragility

October: Develop/measure expected outcomes and report them to students and their families, the school and community.

November: Craft an evaluation system that showcases results

December: Form partnerships with local government (work directly with city and county officials) to gain support.

January 2019: Asset mapping (needs and resources in district and community)

February: Develop strong community collaborations (focus on services, not funds)

March: Have a developed group of volunteers (college students, senior citizens, retired teachers and others)

April: Continue to enhance relationships with stakeholders

May: Fundraising campaign (foundations and other grant sources)

June: If necessary, develop a participant fee schedule (\$30 a week)

July: Recognize and invite all available contributions

Our Board of Trustees have committed to supporting our After School Program even after funding has ended. (Letter Attached)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Careful consideration has been given when designing a project that maximizes the district's available resources in the most cost effective manner. To maximize the project's support, grant resources are being coordinated with the district's budget and school programs currently being support by the district and other community programs. School programs will assist with the coordination of after school student academic, enrichment and parental activities. All grant, fiscal and records management processes will be coordinated with the business office. In providing educational and related activities and the sharing of facilities and technology, fiscal operations, and technical assistance supporting the mentoring, enrichment services and training. This support will continue with the ongoing meetings between the project management team and campus leaders and teachers. The program has the potential for being cost effective in three ways, it will: 1) ensure a model after school program; 2) provide a cost-effective, coordinated and integrated before and after school plan; and 3) increase the leadership and vision to a larger number of stakeholders with a commitment to strongly support afterschool programming.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 126907

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Rio Vista Elementary 501 S. Cleburne Whitney Rd. Rio Vista, TX 76093		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	126907-101				
	Cost per student	\$ 967.00				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		100	
		300				
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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	Estimated transportation time		
Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 126907		Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name		Feeder school #3
	9-digit campus ID number		
	Estimated transportation time		
	Center 5	Name and physical address of center site:	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
9-digit campus ID number:			Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
Cost per student		\$	
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2
Campus name			Feeder school #3
9-digit campus ID number			
Estimated transportation time			
Center 6		Name and physical address of center site:	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name		Feeder school #3
	9-digit campus ID number		
	Estimated transportation time		

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Estimated transportation time					
Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 126907				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID: 126907		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		
	Cost per student	\$	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
		Feeder school #1	Feeder school #2
	Campus name:		
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Proposed Management

RVISD will have a dedicated full-time Project Director/ Site Coordinator, a Family Engagement Specialist and an external evaluator with sufficient experience to successfully manage, coordinate, and oversee all grant activities as required in the Tx21st CCLC grant Cycle 10, Year 1 grant guidelines. Ongoing communications with campus/district administrators and school day staff will ensure that program activities are supplemental to the curriculum of the classroom and needs of the students.

Center Operations

RVISD after school program will work with schoolwide programs such as Title I, Special Ed, RTI, Dyslexia and other programs in the identification and recruitment of students who fail to meet Texas proficiency standards. Team meetings with department heads of such programs will ensure that students who are a priority for service (PFS) under each of these programs are targeted for participation in the RVISD Tx21st CCLC Cycle 10, Year 1 grant program, and are retained for the period of time needed for the student to show success. Project director will be in frequent communications with campus administrators and staff to design a plan on how the regular school day and after school program can work together to help students meet state standards. Coordinated efforts will not be duplicated from any of the aforementioned programs, but will be created to work in addition to current services of the regular school day. RVISD intends to start program services for targeted students and families on August 16th, 2018. The time period of July 16-August 26th will be used to recruit and train qualified program staff on program implementation and grant processes/requirements. RVISD after school program site will operate for a minimum of 37 weeks per year (including summer), 4-5 days per week, Monday-Friday for the fall and spring term, for a minimum of 12 hours and no more than 20 hours per week for student initiatives. Summer Program will operate Monday-Friday from 8 a.m. - 3 p.m. for a minimum of 6 weeks. Centers will operate on Saturdays, as needed, to make up any missed program hours, days or weeks due to early releases or other unforeseen events. Based on current needs, RVISD is targeting 300 students attending on a regular basis (45 days or more). Each center will provide a schedule of activities for students and adult family member participants and will be included in the center project plans. Staffing: A full-time project director/coordinator, with successful after school management experience, will oversee all day-to-day operations of the proposed program, including development, implementation, management and evaluation. Fulltime Family Engagement Specialist will encourage family/parental involvement in the school and provide ongoing educational programs to immediate family members, parents/legal guardians of students enrolled in the program. Activities will be supervised by qualified individuals (mostly certified teachers) and ensure the appropriate supervising adult to student ratios (22 to 1) are met. Schedule: Fall/Spring site will offer a Monday-Friday 7-8 a.m. session for students who need to come in early for various reasons (homework help, tutoring, mentoring or to meet working family needs). Afterschool program hours will be held from 3:30 -6:00 p.m. Summer hours will be scheduled for a minimum of six weeks Monday-Friday from 8 a.m. -3 p.m. Family engagement activities will take place before, during and after school to accommodate working family needs. Activities will connect to TEKS as possible, and will supplement the regular school day curriculum. Pre/post tests will ensure staffs knowledge of student progress. Project Director will have access to student six week grades, benchmarks and STAAR results to ensure that intentional program planning is in place to meet individual needs of students. RVISD has budgeted for all local, state and national conferences as required in the RFA (request for proposal), including the annual state conference and mandatory project director workshops.

Corresponding Budget Plan

RVISD's proposed budget plan will compensate the appropriate amount of staffing to ensure our program has ample amount of student support. Appropriate staffing and the director/site coordinator will be on duty daily to ensure that our students are receiving small group and one on one instruction. We have included a budget for professional and contracted services that will include professional development for staff that would extend their expertise in the areas of small group instruction which is vitally important for our at-risk students. RVISD plans on contracting services in Science and other core subject areas ie: STEM companies like the zoo who will exhibit stimulating activities as well as build some experience and background knowledge for our student's who are economically disadvantaged. We plan on taking students on an array of field trips that will expand their working knowledge and inspire a love for learning. RVISD has budgeted to purchase 30 IPADS that will provide the opportunity to access and participate in IStation and the other supplemental intervention programs that RVISD has purchased. It is a key component that our at-risk Tier III population receive 90 minutes a week on these programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 126907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

RVISD RTI team will develop individual education plans for students that will identify the academic and developmental needs of students targeted for after school programming. Student needs will be matched to after school resources with the best possible results for success. Parents will be trained in tactics to use at home to better prepare their student for school success. Staff will take part in staff development and training efforts that will be designed to identify the varying academic and developmental needs of students. The corresponding after school initiatives will support student success, help close performance gaps and improve grade level promotion.

Project coordinator/site facilitator and family engagement specialist will build connections with team leaders in various schoolwide programs which will result in successful implementation of afterschool program activities that tie to student individual needs. Measures taken by team members to identify difficulties on a timely basis will ensure that students are connected to effective after school strategies that will help them succeed academically and are fully prepared to pass the STAAR and have continued academic success in the classroom.

Evaluation Process: RVISD intends to hire an external evaluator. RVISD afterschool community task force will also serve as the program evaluation team to include grant staff, campus/district administrators, school day teachers, parents, students, community stakeholders and external evaluator. The team will create an evaluation plan that is purposeful, systematic, and is a careful collection and analysis of information used for the purpose of documenting the effectiveness and impact of program activities and number of students served. The evaluation plan will establish accountability measures and will identify areas needing change and improvement to ensure the attainment of grant goals and objectives. Team members will collect data and will include information from PEIMS, STAAR, survey feedback, attendance records, Tx21st data, grades and much more. The team will meet, review and analyze data, which in turn will help determine if the program is carrying out activities and services as intended. If data does not support expectations, the information gathered will be used to determine necessary steps to address issues. Alternatively, if results from the data correspond with the program's vision, the data will help RVISD afterschool program see if those activities and services are helping to accomplish grant goals/objectives, and if adjustments can be made to better meet the needs of the program participants.

Refine, Improve and Strengthen Program: Communicating regularly with the evaluation team and other school day staff, while sharing attendance and academic performance results will help build and maintain a positive relationship with the regular school day. Evaluation team meetings will consist of program updates on areas of need, promising practices and professional development options. Weekly ACE team meetings will consist of updates and reviews on program implementation, scheduling, attendance and student voice/choice.

Reporting Findings: RVISD ensures that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting. The public will be notified of findings via district website, program newsletters and the local newspaper.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 126907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 126907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 126907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 126907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 126907

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 126907

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Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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